

School Improvement in MARYLAND

[ASSESSMENTS](#)[DATA ANALYSIS](#)[INSTRUCTION](#)[SCHOOL IMPROVEMENT](#)[USER GUIDES](#)

Protocol

This protocol to discuss student work was created to help grade level teams reflect on their definitions of proficient work on specified assignments or assessments and to reach consensus on what constitutes a proficient response as well as to diagnose the student performance in relation to proficiency to inform instruction.

Each teacher will be asked to bring three samples of student work from the same assignment or assessment: a student response from one of the top 5 students in the class, a response from one of the middle ten students in the class and a response from one of the bottom 10 students in the class.

Part 1: Reaching Consensus about Proficiency? What do you want your students to know and be able to do?

In the first part the facilitator will ask the following questions to assist the team in understanding what is being assessed and in reaching consensus on what constitutes a proficient response. The team will answer the following questions:

- What did you ask the students to do?
- Which Maryland Content Standard indicator and objective were you assessing?
- What did you consider proficient performance on this assignment? Exactly what did students need to say or write for you to consider their work proficient?
- With hindsight, did the assignment give students a good opportunity to demonstrate what they knew?

Part 2: Diagnosing Student Strengths and Needs Where are my students? What evidence do I have to know that?

After reaching consensus, each teacher will read his/her three sample student responses, and the team will diagnose strengths and needs and identify next instructional steps. The team will be examining what the response demonstrates the student knows and can do and what the student has not demonstrated he knows and can do. The team will be answering the following questions:

- What did the student demonstrate that they knew?
- What misconceptions or wrong information did the student have?
- What did the student not demonstrate?
- How would you find out if they knew it?

Part 3: Identifying Instructional Next Steps What do you do if they don't know it? What do you do if they do?

After diagnosing what the student knows and still needs to learn, the team will discuss where the teacher should take the student next instructionally. They will also determine if they need to re-teach any concept or skill to the whole or part of the class. The team will be answering the following questions:

- Based on the team's diagnosis of the student performance, what do you do next with that student? What questions might you ask the student? What feedback will you give?
- Based on the team's diagnosis of student responses at the top, middle and bottom of the class, does the teacher need to re-teach anything?